

# Achieving the Standard for Full Registration

## Guidance for New Teachers and Schools

### Self-Evaluation Templates

This section contains the self-evaluation templates which are discussed in Section 2.5.

## Self-Evaluation Overview

	Strengths	Resulting Development Priority			
		High	Med	Low	Ongoing
<b>Professional Skills and Abilities</b>					
<b>Teaching and Learning:</b>					
plans coherent, progressive, justifiable teaching programmes to match the needs and abilities of his/her pupils					
communicates effectively with pupils using a variety of techniques					
employs a range of teaching strategies and resources					
sets and maintains expectations and pace of work for all pupils					
works co-operatively with all adults					
<b>Classroom Organisation and Management:</b>					
organises and manages classes and selects appropriate resources to achieve safe, orderly and purposeful activity					
manages pupil behaviour fairly, sensitively and consistently and seeking advice of colleagues when necessary					
<b>Assessment of Pupils:</b>					
understands and applies the principles of assessment, recording and reporting					
uses results of assessment to inform learning and teaching					
<b>Professional Reflection and Communication:</b>					
can learn from his/her own experience and findings of others					
can convey an understanding of practice and general education matters in his/her professional dialogue and communications					
can reflect on, and take forward, his/her own classroom practice, take part in own professional development and contribute to curriculum development					

## Self-Evaluation Overview (cont.)

	Strengths	Resulting Development Priority			
		High	Med	Low	Ongoing
<b>Professional knowledge and understanding</b>					
<b>Curriculum:</b>					
demonstrates a detailed knowledge and understanding of relevant areas of pre-school, primary or secondary school curriculum					
has sufficient knowledge and understanding to fulfil their responsibility for literacy, numeracy, personal, social and health education and ICT					
shows understanding of nature and development of the curriculum					
aware of, and contributes to, cross-curricular aspect of the curriculum					
<b>Education Systems and Professional Responsibilities:</b>					
has a broad, critical understanding of their part in the education system, education policies and practice					
has a detailed working knowledge of his/her sector, the school/s in which s/he works and his/her professional role within them					
<b>Principles and Perspectives:</b>					
can articulate and relate theory of teaching to actual practice and vice versa					
has both a personal knowledge as well as an understanding of the importance of research with regard to education					
<b>Professional Value and Personal Commitment</b>					
shows commitment to social justice and inclusion in day to day practice					
takes responsibility for professional learning and development					
values, respects and is an active partner in the community as a whole					

### CPD Tracking Record

Professional Standard	Reason for choice	Issues for discussion with supporter	Date
<b>Progress made</b>		<b>Sources of evidence</b>	
<b>Date/s discussed with Supporter</b>		<b>Further information and guidance</b>	
<b>Dates of associated classroom observation visit/s</b>			

# Supporter Meeting Notes

Location:

Date:

Scheduled Start Time:

Scheduled Finish Time:

Key Issues for Discussion:

Action to be Taken and by Whom:

Next Meeting Date:

Time:

Location:

Signatures:

## Observed Teaching Feedback

Name \_\_\_\_\_ School \_\_\_\_\_ Stage \_\_\_\_\_  
 Date \_\_\_\_\_ Subject \_\_\_\_\_

	Focus		Focus
<b>PROFESSIONAL SKILLS AND ABILITIES</b> <b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach</li> <li>communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively</li> <li>use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils</li> <li>set and maintain expectations and pace of work for all pupils</li> <li>work co-operatively with other professionals and adults</li> </ul> <b>Classroom Organisation and Management</b> <ul style="list-style-type: none"> <li>organise and manage classes and resources to achieve safe, orderly and purposeful activity.</li> <li>manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary.</li> </ul> <b>Assessment of Pupils</b> <ul style="list-style-type: none"> <li>understand and apply the principles of assessment, recording and reporting</li> <li>use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach</li> </ul> <b>Professional Reflection and Communication</b> <ul style="list-style-type: none"> <li>learn from their experience of practice and from critical evaluation of relevant literature in their professional development</li> <li>convey an understanding of practice and general educational matters in their professional dialogue and communication</li> <li>reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development</li> </ul>		<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b> <b>Curriculum</b> <ul style="list-style-type: none"> <li>have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum</li> <li>have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)</li> <li>understand the nature of the curriculum and its development</li> <li>have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects</li> </ul> <b>Education Systems and Professional Responsibilities</b> <ul style="list-style-type: none"> <li>have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it</li> <li>have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them</li> </ul> <b>Principles and Perspectives</b> <ul style="list-style-type: none"> <li>can articulate their professional values and practices and relate them to theoretical principles and perspectives</li> <li>have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general</li> </ul> <b>PROFESSIONAL VALUES AND PERSONAL COMMITMENT</b> <ul style="list-style-type: none"> <li>should show in their day-to-day practice a commitment to social justice and inclusion</li> <li>take responsibility for their professional learning and development</li> <li>value, respect and are active partners in the communities in which they work</li> </ul>	
<b>COMMENT</b>     			
<b>ACTION</b>     			

Signature:Teacher \_\_\_\_\_ Observer \_\_\_\_\_